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## SECTION VI. WSR COMPONENT PLANS

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This section of the *Guide for Implementing Urban Education Reform in Abbott Districts*:

- Highlights WSR district and school component plans;
- Provides helpful hints in creating and revising required plans; and
- Indicates which district and school plans should be aligned with each other.

### Regulations Related to Section VI *N.J.A.C. 6A:24*

- 1.2 - Definitions
- 1.4 - Responsibilities of Local Districts
- 2.1 - Establishment of School Management Teams
- 2.2 - Responsibilities of School Management Teams
- 3.1 - Early Childhood General Provisions
- 4.3 - Submission of WSR Implementation Plan
- 4.4 - School-based Budgets
- 6.1 - Implementation of Required Programs in Secondary Schools
- 8.1 - Long-Range Facilities Plan

Component plans integral to the entire system are developed and implemented as part of WSR by schools and districts. WSR plans, which are identified in this chapter, combine WSR models and strategies that become a school's coherent and concerted effort to increase student achievement. The following specific plans should be considered as elements of a comprehensive WSR strategy within the Abbott districts.

This guide gives detailed direction on the planning and creation of a WSR Implementation Plan and School-Based Budget (Sections VIII and IX). Required Programs in Secondary Schools (RPSS) Plan parameters and planning considerations are found in Section VII. The Technology Plan requirements have been integrated into Sections VII, VIII and IX. To assist schools and districts in complying with the component plans, many resources have been compiled and referenced for easy on-line access at various websites. DOE staff members with expertise in these particular areas have also been identified. (See Section XI for references on both.)

As mentioned in earlier sections of this guide, systemic change requires coordination of efforts in planning and implementation of all WSR efforts. School and district plans required by the regulations must be coordinated to ensure effective implementation. **In some cases, plans were submitted in previous years and require revision in 2001-2002. Any required revisions should take into account this need for articulation.**

## **A. ACCOUNTABILITY PLAN - N.J.A.C. 6A:24-1.5**

Each district shall establish an accountability system that includes a system of rewards to recognize teachers, parents, and administrators who contribute to helping students attain the CCCS. Each WSR school is required to develop and submit a reward system consistent with that of the district. In districts and/or schools that do not maintain a pattern of improved student achievement, the DOE shall pursue sanctions pursuant to New Jersey Statutes.

In order for a district and school to assess, evaluate, monitor and effectively implement a program or reform effort, it must establish a system of accountability suitable to its needs. This system must include the establishment of baseline data and the identification of progress benchmarks and standards, which are linked to the CCCS. The results obtained from this accountability system are used to make informed decisions about program improvement.

### **HELPFUL HINTS Accountability Plan**

Consider these questions in creating the accountability plan:

- For each population (teachers, parents and administrators), are the standards and goals effective in measuring performance and addressing student attainment of the CCCS?
- Are the proposed measures adequate?
- Are adequate support and intervention systems included to assist schools as they work toward their targeted results?
- Are the proposed rewards for each population effective? If so, how?
- Is there an adequate mechanism built into the plan for public recognition of rewards?

## **B. ALTERNATIVE EDUCATION PLAN - N.J.A.C. 6A:24-1.4(i)**

Every district shall provide an alternative education plan as required by the Abbott regulations. Upon approval by the DOE, the school board shall implement its plan for the establishment of an alternative middle school and high school, or other comparable program to meet the needs of students who are disaffected or disruptive or who have not been successful in traditional learning environments. The district's alternative education program(s) must be linked to the secondary schools' RPSS mechanisms for identifying students requiring placement in alternative education. Alternative education programs must also be coordinated with the work of the secondary school SMTs (see Section VII). Districts should utilize the DOE publication, *A Guide and Application for the Operation and Approval of Alternative School Programs*, which is available both at the high school and middle school levels at respective county superintendents' offices.

**C. DISTRICT REORGANIZATION/RESTRUCTURING PLAN –  
N.J.A.C. 6A:24-1.4( k ) AND 6A:24-1.6**

By July 1, 2002, the two districts added pursuant to the legislation shall implement their plans to accommodate the transition to, and eventual full implementation of, the following:

- 1) school-based management teams;
- 2) changes in central administration structure and function; and
- 3) decentralization of planning, budgeting and decision-making.

Systemic reform is defined and used in many different ways. There are three integral components that appear in different states' systemic reform efforts that should be noted. These are as follows:

- 1) promotion of ambitious student outcomes for all students;
- 2) alignment of policy approaches and the actions of various policy institutions to promote such outcomes; and
- 3) restructuring of the governance system to support improved student achievement.

Successful implementation of school-based decision-making and management as a reform effort needs the support of central office administration and entails changes at that level, as well as at the school level. The changes in structure and function of the central office administration also require the support of the board of education and a process for meeting the specific needs of the district.

Restructuring the governance system of a school district involves instructional leadership and a cultural commitment supportive of school- and district-level change. In a restructured district, schools are given the responsibility to make decisions that will maximize student achievement and develop instructional programs for success. This is not, however, achieved without ongoing assistance, support, and accountability measures at the district level.

One issue that must be addressed as part of the district's restructuring efforts is articulation among WSR programs, schools and the central office. Having mechanisms to ensure collaboration among preschools, elementary schools, middle schools and high schools is essential to ensure a smooth transition for students among these schools.

## **D. SECURITY PLAN - *N.J.A.C. 6A:24-1.4( i )* AND *N.J.A.C. 6A:24– 6.1***

According to research, deteriorating community norms regarding acceptable behavior have directly influenced the level of disruptive behavior in schools. This disruption can have a negative effect on learning for all students. In order to provide a safe environment conducive to learning, each Abbott district and secondary school must develop a security plan. These plans must be coordinated with each other and with the district facilities plan where appropriate.

### **District Security Plan**

Regulation requires Abbott districts to:

- 1) provide a security guard for every elementary school and 1 security staff member for every 225 pupils in secondary schools; and
- 2) establish a Code of Conduct (Guidelines for developing codes of conduct are available through the DOE Alternative Education staff listed in Section XI).

The district may apply for a waiver of the required number of security guards based on a demonstration that the full number is not necessary to ensure safety under the circumstances present at a particular building.

While not required in the Abbott regulations, some district security plans include clear evacuation procedures, as well as procedures to deal with media coverage in the event of an emergency. Additionally, if a particularized need is demonstrated and approved by the district's board of education and the DOE, the district may provide other protective devices (metal detectors, surveillance equipment etc.), as required.

### **Safe School Environment Conducive to Learning**

Schools in Abbott districts are required to develop a code of conduct that clearly defines acceptable and unacceptable behaviors and the consequences for them. This code should be consistent with the district's policy, as well as based on the school's unique needs. In shaping the school's plan, input should be solicited from the SMT. SMT input should also be integrated into the district's security plan.

In developing and implementing the school's plan, the SMT may designate a work group to facilitate this responsibility. This work group, in collaboration with the SMT, may be charged with:

- 1) establishing the code of conduct, which clearly defines acceptable and unacceptable behaviors and their consequences;
- 2) determining how to effectively deploy security personnel;
- 3) putting in place a clear set of procedures for evacuation, dismissal and media coverage in the case of an emergency; and
- 4) developing a means of ensuring that parents understand the code of conduct and are willing to actively support its terms.

The school may submit a particularized need request for additional security personnel if a needs assessment has been completed and cause (empirically based) is proven.

## **Secondary School Security Plans**

Secondary schools are specifically required in the Abbott regulations to develop a security plan as part of their Required Programs in Secondary Schools. (See Section VII of the guide for specific information on developing this required plan.) This plan must be coordinated with both the district security plan and the district facilities plan as needed. Major facility enhancements such as magnetic door systems should be part of the district facilities plan.

### **E. REDUCTION OF CLASS SIZE PLAN – N.J.A.C. 6A:24-4.1(j)(9)**

Research has shown that low-income students who experience failure are frequently in classrooms characterized by low student motivation, fewer protracted student/teacher interactions around instruction and more class time spent on disruptive or off-task student behaviors. Smaller class sizes allow the teacher to be in direct contact with individual students for a larger portion of the time; allow for an increase in the frequency of interactions; reduce distractions; and increase opportunity for assessment, feedback, and reinforcement -- all of which should result in increased amounts of learning. Therefore, reducing class size must be an integral part of the WSR effort.

Regulations require that schools, in collaboration with their district offices, have a plan in place to continue to reduce class size to 1:21 in grades K-3, 1:23 in grades 4-8 and 1:24 in grades 9-12. The school's plan to reduce class size must be submitted with its WSR Implementation Plan.

At the secondary level, WSR schools must address class size reduction in their WSR Implementation Plan and Budget. In its publication, *A Study of Supplemental Programs and Recommendations for the Abbott Districts*, November 1997, the DOE recommended that the class size ratio be 1:23 for grades seven and eight and 1:24 for grades nine through twelve.

In its efforts to support reduced class size, the federal government has made funds available to states for this purpose. Class-size Reduction (CSR), which supports the reduction of class size, is consolidated in the Improving America's Schools Act (IASA), and the Local Education Agency (LEA) federal Subgrant Application. As part of IASA Title VI, each LEA may pursue the goal of reducing class size. For information on Class Size Reduction Grants, contact the Department of Education's Office of Grants Management and Development.

### **F. LONG-RANGE FACILITIES PLAN - N.J.A.C. 6A:24-8.1**

Based on its expertise, field experience, consultation with experts and its focus on an integrated approach to instruction, the DOE concluded that the facilities for Abbott districts were inadequate. To remediate this situation and to provide a clean, safe and functional environment that is conducive to learning, the DOE established requirements. All Abbott districts were required to submit long-range facilities plans for review and

subsequent action by the department. Subchapter 8 of *N.J.A.C.* 6A:24 contains details on the long-range facilities plan.

#### **G. WSR IMPLEMENTATION PLAN – *N.J.A.C.* 6A:24-4.3 & 4.5**

Regulations require that annually on or before December 1, the SMT of each school participating in WSR shall develop and submit to the DOE, with a copy to the CSA and the board, a WSR Implementation Plan which integrates all local, state and federal resources and has been developed in accordance with the guidelines and requirements of the DOE and the program developer. (Elementary Schools See Section VIII and Secondary Schools See Section IX for further details on the creation of the WSR Implementation Plan).

In a secondary school that has been accepted into WSR, the implementation plan adopted by the school must incorporate all programs and services specified in the Required Programs in Secondary Schools. Additionally, the plan shall address reducing the dropout rate, increasing the graduation rate, improving attendance and reducing class size. Finally, for high schools, the plan shall address an effective combination of research-based strategies pursuant to *N.J.A.C.* 6A:24-4.1(c). No programs or services beyond those required by the WSR model, approved design, or required programs, shall be approved unless a particularized need is demonstrated pursuant to *N.J.A.C.* 6A:24-5.1.

#### **H. REQUIRED PROGRAMS IN SECONDARY SCHOOLS (RPSS) - *N.J.A.C.* 6A:24-6.1**

All secondary schools, in consultation with the CSA, the principal and the SRI Team, shall submit annually a revised plan for implementation of RPSS to the DOE for approval, with a copy to the CSA and the board.

#### **I. EARLY CHILDHOOD OPERATIONAL PLAN – *N.J.A.C.* 6A:24-3.4**

The Abbott regulations state that the board shall operate its early childhood education program consistent with its early childhood education plan approved by the DOE. The plan was developed pursuant to requirements specified in *N.J.A.C.* 6A:24-3.3(a). The board shall amend its plan so that all four-year-olds and all three-year-olds are offered full-day, full-year preschool by the 2001-2002 school year. The district shall provide any necessary information to the DOE to ensure that the program implementation is consistent with that plan. No additional early childhood education programs or services shall be approved unless a particularized need is demonstrated as specified in the regulations.

#### **J. TECHNOLOGY PLAN - *N.J.A.C.* 6A:24-1.4**

A school participating in WSR is required to submit a technology plan with its WSR implementation plan and school-based budget. This plan must be coordinated and consistent with the district's approved technology and facilities plans.

The *2000-2002 Abbott School-Based Technology Plan (SBTP) Checklist and Plan Forms* (included in Section VII for RPSS and Sections VIII and IX for WSR) provide details and timelines for specific sections of the school plan. School technology plans will be approved by the DOE Office of Educational Technology and the Office of Program Review and Improvement.

1. Each school technology plan must be reviewed by the school principal and the district technology director/coordinator, as indicated by signatures on the checklist.
2. When the sign-off on the checklist is complete, copies of the school technology plan and the school checklist are to be provided to the CSA and the school board.
3. The Office of Educational Technology, in cooperation with the Office of Program Review and Improvement, will review and provide final approval for the school technology plans.
4. Approved school technology plans are listed on the DOE website (see below) within the "Technology" section under "Local Technology Planning." Links to the plans are provided if they are on line.

New Jersey Department of Education website:

<http://www.state.nj.us/education>.